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THE STATUS OF MALE ELEMENTARY TEACHERS IN THE IOWA  
STATE EDUCATION ASSOCIATION NORTHWEST AND  
WEST CENTRAL DISTRICTS

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A Field Report  
Presented to  
The Graduate Division  
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Master of Science in Education

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by  
Ronald Dean Meals  
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STATE EDUCATION ASSOCIATION NORTHWEST AND  
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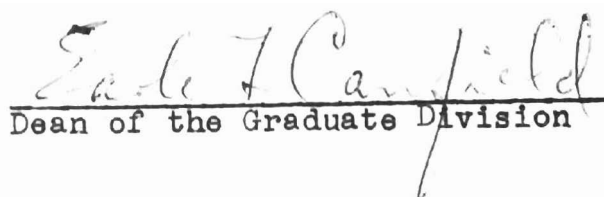
by

Ronald Dean Meals

Approved by Committee:

  
Chairman

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Dean of the Graduate Division

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## CHAPTER I

### INTRODUCTION

Demand of elementary men teachers has been on the increase in recent years. Even though it is traditional for women to be elementary teachers, greater numbers of men have been showing interest in elementary education and the teaching of elementary students. As the result of this traditional trend toward women teachers, by 1956 only 14 per cent of all the elementary teachers in the United States were men.<sup>1</sup> During the year of 1961, men elementary teachers were outnumbered by women elementary teachers by about seven to one.<sup>2</sup> The percentage of male elementary instructors had grown very little from 1956 to 1961. This implies that there might be a degree of hesitancy on the part of men teachers in regard to elementary teaching.

#### I. THE PROBLEM

The purpose of this study was to determine the status of certificated employed men teachers in selected elementary

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<sup>1</sup>C. W. Harris, Encyclopedia of Educational Research: The American Research Association (New York: The Macmillian Company, 1960), p. 418.

<sup>2</sup>James B. Burr and others, Elementary School Administration (Boston: Allyn and Bacon, Inc., 1963), p. 50.

schools in the Iowa State Education Association Northwest and West Central Districts during the 1963-64 school year (1) by examining the training and qualifications of these male teachers; (2) by comparing their past teaching experiences with their present positions; (3) and by determining and examining their principals' evaluations of them as classroom teachers.

## II. NEED FOR THE STUDY

Schools exist so that the children of today will develop into adequate citizens for tomorrow. However, this principal goal of our educational system is seriously being threatened by the continual shortage of teachers. It has been conservatively estimated that by 1970 our nation will need nearly 238,000 more classroom teachers.<sup>1</sup> The fact that increasing college costs are preventing talented young women from attending college has resulted in a greater teacher shortage.<sup>2</sup> Many of these young women might have prepared for a teaching career.

Because many states now require more training than

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<sup>1</sup>Leroy J. Peterson, "More Children Around the Corner," NEA Journal, L (November, 1961), 51-52.

<sup>2</sup>"Schools Without Women," Overview, II, No. 7 (July, 1961), 21.



they have previously, each year fewer women are preparing to become teachers. According to a recent research report of the National Education Association, the number of states requiring four years of training has increased from eleven in 1940 to forty-four in 1961.<sup>1</sup> Men teachers in the intermediate elementary grades would help to relieve this shortage of teachers.

Many administrators believe that elementary students in the upper grades should have a male teacher at least one year before going on to the junior high level. This would help to make the transition from one level to the other since the students would be accustomed to a male teacher. Again the need for men in elementary teaching can be pointed out.

Another reason why elementary schools and the systems to which they belong desire to employ more male teachers is that men usually have longer tenure within school systems than women. Also, married men teachers have, on the average, more educational preparation than women. Over forty per cent of the married male teachers in today's public schools have master's degrees.<sup>2</sup> These factors would help a school system

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<sup>1</sup>Research Division, National Education Association, Research Report 1962-R7 (Economic Status of Teachers In 1961-62. New York: National Education Association), p. 12.

<sup>2</sup>Ibid.

to become and remain more stable, creating a more favorable attitude by the public towards such schools.

### III. LIMITATIONS OF THE STUDY

This project was limited to the examination of male elementary teachers from school systems within the West Central and Northwest Iowa State Education Association Districts during the 1963-64 school year. These two districts included a total of twenty-five counties. Questionnaires were sent to elementary principals of school districts who employed certificated male teachers in grades three, four, five, and six. Male instructors teaching grades seven or eight were not considered in this project.

### IV. DEFINITION OF TERMS USED

Intermediate students. Students in grades fourth to sixth were classified as intermediate students.

Status of the male elementary teacher. The status of the male elementary teacher refers to the social and professional standing of the teacher within his community and school system.

Attitudes. An attitude is a feeling or a belief about something. For this study, attitudes were feelings or beliefs

towards or about elementary education and the use of male teachers in the elementary grades.

#### V. METHODS USED TO GATHER DATA

The data for this study were compiled from several different sources. First, so that necessary background information could be obtained for the problem under consideration, a comprehensive review was made of current literature.

Additional data were acquired from the Iowa State Department of Public Instruction. The directory of public school systems in Iowa was examined so that a list of schools in the selected districts employing male elementary teachers could be compiled. The names and addresses of the elementary principals of these schools were also obtained from this directory.

Permission was then sought from the state department to examine the personnel records of the selected schools to gain data concerning these male elementary teachers.

So that more complete information would be obtained for this study, a questionnaire was developed and mailed to the elementary principals of the selected schools who had male instructors on their staffs. The questions asked concerned the principals' evaluations of the men on their staffs, their opinions of the advantages or disadvantages of having male

elementary teachers, and how these male teachers were accepted by the community as elementary teachers.

The data were then compiled and reported through the use of tables and in narrative form. Finally, summaries and conclusions were formed along with recommendations concerning male teachers at the elementary level.

## VI. REVIEW OF HISTORICAL BACKGROUND AND RECENT LITERATURE

The use of men as educators can be traced far back into history. During the golden age of Greek education, the great teachers were men. The same was true during the era of Roman culture. Young Roman boys were instructed by their fathers and other appointed men.<sup>1</sup> Of course, during this period of time in history, the role of women in everyday life as citizens was very minor. There were many other great men teachers in ancient history. Some became great thinkers and philosophers, setting patterns of thinking and learning for man to follow.

A study of more recent literature of the history of education points out that during colonial times in America, the teachers of children were usually men. Good had this comment to make about male teachers during the 1700's:

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<sup>1</sup>John S. Brubacher, A History of the Problem of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 173.

Such teachers were good, bad, or indifferent in ability and character. Their reputation in history is certainly not high but some historians think injustice has been done them, pointing out that almost every advertisement for a teacher demands one of a sober and correct life and good character. But even this evidence is really ambiguous. The unanimity with which such qualities were demanded may actually mean that they were hard to find. We know that some of these itinerant teachers were learned and reputable men and some were not.<sup>1</sup>

At this period of time in American history, true public schools were not fully established, and many problems prevailed. A continual lack of qualified personnel for the schools existed along with the problem of not enough money to pay the teachers and operate the schools. Good, commenting on conditions around the 1830's, stated:

More than one-half of the teachers of Massachusetts and probably a larger proportion in other states were allowed to teach without any examination whatever, and of course without a certificate. Teachers' wages too were low, being about on a par with the wages of farm laborers. Accurate statistics are not available but in about 1830, men teachers who "boarded round" with their patrons, received about fifteen dollars per month and women from one-third to one-half of that amount.<sup>2</sup>

Even though the qualifications of teachers in the colonies were weak and not much financial reward could be offered to them, appeals were made to men to consider the

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<sup>1</sup>H. G. Good, A History of Western Education (New York: The Macmillin Company, 1962), pp. 377-378.

<sup>2</sup>Ibid.

teaching profession. Around the 1860's, young men in Boston were encouraged to obtain an education and become school-masters or, as they were sometimes called, taskmasters.<sup>1</sup>

Gradually, better methods of financing schools were devised, local organization improved, and the public schools became more constant. Almost every state in the Union by the end of the seventeenth century had made some provision in its financial budget for financing the schools within its boundries. The result was the hiring of more and better teachers.<sup>2</sup>

In the period of time immediately before the Civil War and after, the majority of teachers were women. This feminine influence in the elementary schools continued well over into the 1900's, and part of this still exists today. Winifred Bain declares his feelings towards the lack of men teachers in the schools in the early part of this century:

Besides the continuity which men bring into the profession by virtue of their exemption from biological interruptions, there are some qualities which they appear to bring into a school which women apparently do not, even as women also make their unique contributions. This premise is so subjective that it is useless to pursue it further, exdept to say that it is only common sense to believe that a better balance of the sexes among the teachers of American schools than is the present condition of affairs would be more normal and delightful. A

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<sup>1</sup>M. B. Smiley and J. S. Diefhoff, Prologue to Teaching (New York: Oxford University Press, 1959), p. 50.

<sup>2</sup>"History of American Education," The Volume Library (40th ed.), p. 41.

predominance of men teachers is just as one-sided as a predominance of women. Why shouldn't children have the influence of both men and women at school as well as at home? As a matter of fact the urban child in America lives in a world of feminine influence both at home and at school. His father is gone all day. His mother cares for him at home. A woman teacher guides his ways at school. A normal life has both sexes in it working together. But it is not thus in the U. S.<sup>1</sup>

Bain goes on to state that in his book about education, reference to the teacher is consistently made in the feminine gender as is usually the case in other elementary writings.<sup>2</sup>

In 1937, McGaughy expressed concern about the same problem of the nation's elementary school being over-feminized:

We are very sure that in the schools of the future, boys and girls will work together and that their teachers will be both men and women. Undoubtedly one of the great defects of our present elementary school system is the lack of a proper proportion of men teachers. Undoubtedly men and women teachers have a different contribution to make in the guidance of young children. It seems to us that it is just as important that the girls of the elementary school be guided and advised by both men and women as it is that the boys have the same opportunity for diversified guidance.<sup>3</sup>

Recent concern about male elementary children has been expressed by other authors. The female dominance of today's

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<sup>1</sup>Winifred E. Bain, Parents Look at Modern Education (New York: C. Appleton-Century Company, 1945), pp. 94-95.

<sup>2</sup>Ibid.

<sup>3</sup>J. R. McGaughy, An Evaluation of the Elementary School, (Indianapolis: The Bobbs-Merrill Company, 1937), p. 400.

public elementary schools has also created a restrictive environment for the elementary male child which may have more far-reaching consequences than one can imagine.<sup>1</sup> Margaret Mead has stated:

So from the start our grade schools expect girls to set standards in school work, standards of orderliness, accuracy, legibility in handwriting, and proper outlining, with a B following an A and a II following a I. The boys, for the most part, simply remove themselves from this world. They play games, think about cars, follow the major leagues. Meanwhile, the girls forge ahead.<sup>2</sup>

During the Second World War, the per cent of men teachers dropped to a new low of only about fifteen per cent of the total. Of this low percentage, very few were elementary teachers. Reason for this drop and the conditions that prevailed at that time of history are apparent. In spite of this, educators still believed that men teachers, in the future, would make up one-third of the elementary school teaching force.<sup>3</sup>

By 1961, twenty-nine per cent of all classroom teachers were men, and male elementary teachers constituted only fourteen per cent of all grade teachers. Although the total

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<sup>1</sup>James B. Burr and others, Elementary School Administration (Boston: Allyn and Bacon, Inc., 1963), p. 43.

<sup>2</sup>Margaret Mead, "Are We Squeezing Out Adolescence?" The PTA Magazine, LV (September, 1960), 14.

<sup>3</sup>J. R. McGaughy, An Evaluation of the Elementary School, (Indianapolis: The Bobbs-Merrill Company, 1937), p. 401.



number of women teachers was at an all-time high in 1961, the proportion of men teachers was increasing.<sup>1</sup>

Recent studies have shown that teaching ranks high among the career choices of high school graduates. Of the 2,325 students who competed in the finals for the National Merit Society Scholarships in 1962, about nineteen per cent planned to teach. Their choices rank above a list of twenty other career categories. In a 1963 nationwide survey, teaching ranked second only to medicine among professions which young people would recommend to other young people. The individuals interviewed were in their twenties.<sup>2</sup>

The above studies indicate a favorable trend, but there continues to be an unusually high loss of talented male teachers annually. The lack of opportunity to advance in salary at a reasonable rate causes many men to leave the teaching profession. Average salaries of all men teachers are as high as the average of all workers in the United States, but they are not as high as those men college graduates who enter occupations other than teaching. In fact, beginning salaries of men teachers run from ten to fifteen per cent

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<sup>1</sup>Leroy J. Peterson, "More Children Around the Corner," NEA Journal, L (November, 1961), 51-52.

<sup>2</sup>"Teaching Ranks High Among Career Choices," The Future Teacher, VIII (Spring 1963), 1.

less than the beginning salaries of other male graduates.<sup>1</sup>

Lack of effective procedure to reward the most able teachers has resulted in fewer men instructors in our public schools.<sup>2</sup> Merit pay would be a partial answer to this problem, but professional educators are not able to agree that merit pay has advantages. Correct procedures to use in determining which teachers should receive extra pay in the merit pay program is another question that can not be agreed upon.<sup>3</sup>

This brings forth another factor which discourages men from staying in the education business. For many male teachers it is impossible to advance rapidly. One method used to keep able men in teaching is to place them in relatively better paying administrative and supervisory positions. However, there are not enough such positions in which to place all talented male teachers.

Every year more men are permanently leaving the profession than ever before. Financial difficulties are the main contributing causes. Although these men enjoy teaching and want to continue, they have deep concern about the welfare and future of their families. A professional journal recently

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<sup>1</sup>H. F. Clark, "Underpaid Male Teachers," Overview, II, No. 11 (November, 1961), 15-16.

<sup>2</sup>Ibid.

<sup>3</sup>R. V. Cramer and O. E. Domian, Administration and Supervision in the Elementary School (New York: Harper and Brothers, 1960), p. 423.

stated:

Eighty percent of the men teaching in public elementary and secondary schools are married, and their families typically include two children. Over 40 percent have master's degrees. By and large, they have more educational preparation than women teachers, but their careers in teaching are shorter. As a group, they are ten years younger and have had only half as much teaching experience. A large proportion of these men have serious financial problems. Although the great majority like teaching and want to continue with this work, thousands are forced out every year by financial difficulties. Most of them say their salaries will provide the basic necessities of food, clothing, and modest housing, but there is little left for anything else. If a wife faces major surgery or a son needs braces on his teeth, the typical male teacher is in trouble.<sup>1</sup>

Research has also indicated that elementary teachers are now being accorded with increasing prestige. More rigorous and extended preparation has influenced this rising prestige, along with higher standards for entrance into the teaching profession.<sup>2</sup> But regardless of this rising prestige, the problem of attracting and keeping male elementary teachers is immense and requires investigating.

To summarize the background and literature of this problem, it can be stated that during the colonial period, the majority of teachers were men who usually boarded with one of the families who supported the schools. Such teachers

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<sup>1</sup>Sam M. Lambert, "Angry Young Men in Teaching," NEA Journal, LII (February, 1963, 17-20.

<sup>2</sup>William B. Ragan, Teaching America's Children (New York: Holt, Rinehart and Winston, 1961), p. 7.

were usually inadequately trained for the teaching profession. As time progressed, women began to assume greater roles in what was formerly a man's world. A larger number of women became teachers and by the late 1800's and early 1900's the majority of teachers were women. The shortage of men caused by the Second World War greatly increased feminine influence in the nation's schools, especially at the elementary level. Recent studies have indicated that men are showing more interest in elementary and secondary teaching. However, many men hesitate to become teachers and many leave the teaching profession because of financial difficulties, causing a continued unbalance of men and women in today's schools.

## CHAPTER II

### INFORMATION CONCERNING THE STATUS OF SELECTED MALE ELEMENTARY TEACHERS

#### I. SOURCES OF DATA

State Department of Public Instruction. Several sources were used to obtain reliable data about male elementary teachers in the West Central and Northwest Districts of the Iowa State Education Association. The Iowa State Department of Public Instruction was one important source of information. The directory of public schools in Iowa was used to determine which schools in the selected areas employed male elementary teachers, and the personnel records from the selected school systems were used to gain data about the training, qualifications, and experiences of these male elementary instructors.

Questionnaire. Another source of information was a questionnaire. The questionnaire about male elementary teachers was developed and designed to obtain data not available at the Iowa State Department of Public Instruction. This questionnaire was presented to several local elementary principals for suggestions of improvements. After revisions were made, the final questionnaire was approved and copies of this

questionnaire were mailed to the elementary principals of the selected public schools who had male instructors on their staffs during the 1963-64 school year. Interest shown in the employment of the male teachers at the elementary level was indicated by the number of questionnaires returned by the elementary principals of the West and Northwest Central Iowa State Education Association Districts. Forty-eight elementary principals were asked to take part in this study. A total of forty-two elementary principals completed and returned questionnaires.

Of the selected sixty-four men teaching in the selected elementary schools during the 1963-64 school year, the returned questionnaires referred to fifty-eight. This was approximately 91 per cent of the total male elementary school teachers.

The items in the questionnaire were divided into two sections. The first part contained questions pertaining to each male teacher. If a principal had several male teachers under his supervision, the appropriate number of sets of the first section of the questionnaire were mailed to him. This part asked questions about the following items: the levels at which the male instructors taught; whether or not these teachers were responsible for extra duties in addition to classroom teaching and if so, what some of these extra duties

were; and how these male teachers rated when evaluated as classroom teachers.

The evaluation item was divided into seven different categories. Each principal was asked to indicate whether the male teacher rated high, high-average, average, low-average, or low. The seven categories of evaluation were:

1. Desirable attitudes and characteristics.
2. Professional growth.
3. Cooperation with other staff members.
4. Absenteeism.
5. Teaching personality.
6. Discipline.
7. Amount of planning and preparation.

In the second part of the questionnaire the principals were asked to respond to questions concerning: (1) whether they desired more male instructors on their staff; and (2) whether they believed the community had a more desirable attitude towards elementary schools when male teachers were employed. Space was also set aside in this section for the principals to comment whether there were any other advantages or disadvantages of having men teachers teaching in elementary schools. The comments received were interesting and may be found in the Appendix along with the complete questionnaire.<sup>1</sup>

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<sup>1</sup>See Appendix C.

### III. TRAINING AND QUALIFICATIONS OF MALE ELEMENTARY TEACHERS

Ages of male elementary teachers. Twenty-six of the fifty-eight male elementary teachers teaching in the selected schools during the 1963-64 school year were twenty-five years of age or younger as is shown in Table I. Nineteen men were between the ages of twenty-six and thirty. The age group of thirty-one to thirty-five contained six male teachers; whereas, there were four male teachers who were in the thirty-six to forty-year-old group. No male teachers were in the forty-one to forty-five age group, but there were three men who were forty-six years of age or older.

TABLE I

AGES OF MALE ELEMENTARY TEACHERS IN SELECTED IOWA  
PUBLIC SCHOOLS, 1963-64

Age Groups	Number of Male Elementary Teachers
51-55	2
46-50	1
41-45	0
36-40	4
31-35	6
26-30	19
20-25	26
Total	58



TABLE II  
COLLEGE TRAINING OF MALE ELEMENTARY TEACHERS IN  
SELECTED IOWA PUBLIC SCHOOLS, 1963-64

Amount of Training	Number of Male Elementary Teachers
No Degree	10
Bachelor's Degree	44
Master's Degree	4
Total	58

College training of male elementary teachers. As shown in Table II, forty-four of the fifty-eight male elementary teachers had earned their bachelor's degree. Ten of the fifty-eight male teachers had not obtained four years of college training; however, one-half of these men had already completed their third year of training. Four male elementary teachers had completed a master's degree program. Two of the four men with a master's degree had completed 180 or more semester hours of college credit.

### III. TEACHING EXPERIENCES OF MALE ELEMENTARY TEACHERS

Grades taught by male elementary teachers. Returns of the questionnaires indicated that these male teachers taught either four, five, or six, with only four teaching in a departmental situation or in combination rooms as shown in

Table III. Thirty-eight of the male elementary teachers in the selected public schools taught grade six. Three of the fifty-eight selected teachers taught grade four; whereas, thirteen male teachers were teaching grade five.

TABLE III

TEACHING ASSIGNMENTS OF MALE ELEMENTARY TEACHERS  
IN SELECTED IOWA PUBLIC SCHOOLS, 1963-64

Teaching Assignment	Number of Male Elementary Teachers
Sixth Grade	38
Fifth Grade	13
Fourth Grade	3
Departmental	2
Combination	2
Total	58

Teaching experiences of male elementary teachers in their present positions. Eighteen of these male elementary teachers were completing their first year of employment in the school systems in their present positions as is shown in Table IV. Thirteen of the fifty-eight male teachers included in this study had already completed one year of service in the systems in which they were presently employed and were completing their second year. Twelve men had completed two

TABLE IV

MALE ELEMENTARY TEACHERS' TEACHING EXPERIENCES IN PRESENT  
POSITIONS IN SELECTED IOWA PUBLIC SCHOOLS, 1963-64

Number of Years	Number of Male Elementary Teachers
0	18
1	13
2	12
3	6
4	2
5	2
6	1
7	2
8	1
9	1
Total	58

years of teaching in the school systems in which they were presently employed. Three years of teaching in their present positions had been completed by six of the male teachers. Two men teachers had four years of experience in their present positions and another two male teachers had five years of teaching experience in the systems in which they were presently employed.

TABLE V

TOTAL TEACHING EXPERIENCES OF MALE ELEMENTARY TEACHERS  
IN SELECTED IOWA PUBLIC SCHOOLS, 1963-64

Number of Years	Number of Male Teachers	Number of Years	Number of Male Teachers
0	8	14	1
1	9	15	1
2	9	16	0
3	5	17	0
4	5	18	0
5	5	19	0
6	2	20	0
7	1	21	0
8	2	22	1
9	3	23	0
10	0	24	0
11	1	25	0
12	1	26	1
13	3	Total	58

Total teaching experiences of male elementary teachers.

Eight men instructors were completing their first year of teaching as is shown in Table V. Nine had completed one year of teaching. Two years of teaching experience had been com-

pleted by each of nine male elementary teachers and another five men had three years of experience. Five years of teaching had been completed by another five men. Six to fifteen years of teaching had been completed by fifteen of the male elementary teachers. One male teacher had completed twenty-two years of teaching and another had taught twenty-six years.

Extra duties assigned to male elementary teachers. A large number of the male elementary teachers from the selected school systems during the 1963-64 school year were regularly assigned extra duties in addition to their classroom teaching assignments. Thirty-three of the men were responsible for extra duties. Examples of the extra duties for which many of the male elementary teachers of this study were responsible are listed as follows:

1. Sell tickets during athletic contests.
2. Physical education classes.
3. Head of building.
4. Junior high athletics.
5. Saturday basketball for grades four, five, and six.
6. Bus duty.
7. School safety patrol.
8. Noon supervision.
9. Hall and recess supervision.

#### IV. PRINCIPALS' EVALUATIONS AND OPINIONS

Evaluation of male elementary teachers. For purposes of appraisal, seven categories of evaluation were used. Twenty-four of the fifty-eight male teachers were ranked high in regard to character, desirable attitudes, and social standards as is shown in Table VI. Twenty-two of the male elementary teachers rated high-average in this category. Eleven were ranked average and one was ranked low-average.

Elementary principals who took part in this study indicated that the majority of their male teachers showed favorable evidence of desire to grow and improve professionally. As is shown in Table VI, nineteen male elementary teachers were rated high in this second category and twenty-one were ranked high-average. Fifteen men ranked average and three ranked low-average.

In the third evaluation category, cooperation, the majority of the male teachers again rated above average. Twenty-two men were rated high by their principals in regard to cooperation with other staff members. Seventeen rated high-average and another seventeen ranked average. Only two male elementary teachers were rated low-average in this category.

Forty-eight of the male elementary teachers were rated

TABLE VI  
EVALUATION OF MALE ELEMENTARY TEACHERS IN SELECTED  
IOWA PUBLIC SCHOOLS, 1963-64

	Number Ranked High	Number Ranked High-Aver.	Number Ranked Average	Number Ranked Low-Aver.	Number Ranked Low	Total
Character, Desirable Attitudes, Social Standards	24	22	11	1	0	58
Evidence of Desire to Grow and Improve Professionally	19	21	15	3	0	58
Works with Others to Improve the Curriculum and Program of the School	22	17	17	2	0	58
Absences Due to Illness	48	5	5	0	0	58
Teaching Personality and Emotional Maturity: Ability to Adjust and Accept Situations	14	24	16	4	0	58
Discipline: Firm, Friendly, Consistent Control in the Interest of Teaching	18	23	12	5	0	58
Daily Preparation, Advance Planning and Readiness	17	21	15	3	2	58
Total	162	133	91	18	2	406

high because of infrequently being absent from duty. Only ten of the men teachers were rated high-average and average, with none ranking low-average or low.

Many of the male elementary teachers in the selected districts also rated favorably when evaluated as to teaching personality and emotional maturity. Fourteen were rated high and twenty-four were rated high-average by their elementary principals. Sixteen rated average, with only four ranking low-average. None were rated low.

Eighteen male teachers rated high as to discipline; whereas, twenty-three ranked high-average. Twelve of the male elementary teachers were rated average with only five ranking low-average.

Daily preparation, advance planning, and readiness was the last item of evaluation that the elementary principals were asked to complete. Seventeen of the male teachers were rated high and twenty-one were rated high-average. Fifteen were rated average, three were rated low-average, and two elementary male teachers were rated low.

Elementary principals' opinions about male elementary teachers. Twenty-six of the forty-two elementary principals participating in this study reported that they would be willing to increase the number of male instructors on their



staffs as is shown in Table VII. Fifteen elementary principals desired no increase of male teachers on their elementary staff.

Twenty-four of the forty-two elementary principals participating in this study believed that communities had more positive attitudes towards elementary schools when male instructors were teaching in these schools as is shown in Table VIII. However, thirteen principals did not believe that when men taught in elementary schools the community's attitude improved. Five of the principals had no comment about this opinion.

TABLE VII

OPINIONS OF ELEMENTARY PRINCIPALS IN SELECTED IOWA PUBLIC SCHOOLS ABOUT INCREASING THE NUMBER OF MEN ON STAFF

Number of Elementary Principals Responding	
Would Favor Increasing the Number of Men	26
Would Not Favor Increasing the Number of Men	15
No Comment	1
Total	42

Many interesting comments were received when elementary principals were requested to state whether they believed there

TABLE VIII

OPINIONS OF ELEMENTARY PRINCIPALS FROM SELECTED  
IOWA PUBLIC SCHOOLS ABOUT A COMMUNITY'S  
ATTITUDE TOWARDS ELEMENTARY SCHOOLS  
IF MALE TEACHERS ARE EMPLOYED

Number of Elementary Principals Responding	
Improvement of Attitude of Community	24
No Improvement of Attitude of Community	13
No Comment	5
Total	42

were any other advantages or disadvantages of having men teachers on an elementary staff. A complete list of these comments are included in the Appendix.<sup>1</sup> Some of the comments warrant examination. More comments were received about the advantages than the disadvantages of having male teachers on an elementary staff. One advantage frequently mentioned was that elementary students often need a male association in school. Another elementary principal believed that children were in need of a masculine point of view during formative years.

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<sup>1</sup>See Appendix C.

Opinions stated by other elementary principals were that male teachers are more stable, take more interest in elementary students, and also are more capable of meeting the interest of upper-grade boys. Principals also expressed the opinion that men usually have better backgrounds in science and are not afraid to teach it. One principal was convinced that if male instructors were used in a departmental type of organization, upper elementary pupils would have more opportunity to prepare for junior high school. Several elementary principals also stated that they believed that students have more respect for men and consequently are more easily controlled by male teachers. A male teacher's authority is less often challenged was another principal's opinion.

One elementary principal commented that he believed that there was no significant advantage in having male elementary teachers at any elementary grade level. Other principals believed that girls needed a female teacher when they reached puberty in the upper elementary grades, and yet others believed that the elementary field is too much of a woman's world, making it a difficult place for men.

#### V. SUMMARY

Forty-five of the fifty-eight male elementary teachers selected for this study were thirty years of age or younger.

Ten men were between the ages of thirty-one and forty, and three male teachers were forty-six years of age or older. Bachelor's degrees had been earned by forty-four of the fifty-eight male teachers. Ten of the men had not completed four years of college and four held master's degrees. Thirty-eight of the male elementary teachers were sixth grade teachers and thirteen were fifth grade teachers. Over half of the male teachers selected for this study were completing their first, second, or third year of employment in the school systems in which they were presently employed. The total teaching experiences for each of thirty-five of these men were four years or less. Extra duties were assigned to many of the male teachers. More men ranked high or high-average than average, low-average, and low in seven areas of evaluation. Twenty-six of the forty-two elementary principals taking part in this study were willing to increase the number of male teachers on their staffs, and over one-half believed that communities had more positive attitudes towards elementary schools that employed male teachers. Comments received from elementary principals about the advantages and disadvantages of employing male instructors showed that the principals believed men had much to offer as elementary teachers.

## CHAPTER III

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. STATEMENT OF PROBLEM

The purpose of this study was to determine the status of certificated employed men in selected elementary schools in the Northwest and West Central Iowa State Education Association Districts (1) by examining the training and qualifications of these male teachers; (2) by comparing their past teaching experiences with their present positions; (3) and by determining and examining the elementary principals' evaluations of these men as classroom teachers.

#### II. PROCEDURE

So that necessary background information could be obtained for the problem under consideration, a review was made of current literature.

The directory of public school systems in Iowa was used to acquire a list of public schools in the selected districts employing male elementary teachers. The names and addresses of the elementary principals of these schools were also obtained from the directory. The personnel records of the Iowa State Department of Public Instruction were used to gain information about the training, qualifications, and

experiences of the male teachers selected for this study.

A questionnaire about the selected male elementary teachers in Iowa was used to gain data not available from the Iowa State Department of Public Instruction. Copies of this questionnaire were mailed to the elementary principals of the selected schools.

### III. SUMMARY OF DATA

Training and qualifications of male elementary teachers. Over half of the male elementary teachers selected for this study were thirty years of age or younger. Only ten men were from thirty-one to forty years old, and three were between the ages of forty-six and fifty-five. Forty-four of the male teachers had completed four years of college. A master's degree had been earned by four of the fifty-eight teachers.

Teaching experiences of male elementary teachers. The selected male teachers taught either grades four, five, or six during the 1963-64 school year. Over half of the fifty-eight men were sixth grade teachers. Sixteen taught grades four and five. A few taught departmental or combination classrooms. Eighteen of these male teachers were completing their first year of employment in school systems in which they were presently employed. More than one-half of the re-

maining men had completed one to three years of teaching in systems in which they were presently employed. Over half of the men had been teaching a total of only three years or less. Two male teachers had been teaching twenty years or longer. Thirty-three of the male teachers were assigned non-teaching duties in addition to their classroom teaching assignments. These extra duties varied from school system to school system.

Principals' evaluations and opinions. Approximately two-thirds of the selected male teachers ranked high or high-average in the seven evaluation categories. A total of more men rated high than were rated high-average, average, low-average, or low. Over half of the principals participating in this study indicated that they would be willing to employ additional male teachers. Over half of the elementary principals believed that communities had more positive attitudes towards elementary schools when male teachers were employed in these schools. More comments about the advantages than the disadvantages of employing male instructors were received from the elementary principals of this study. These comments represented a wide variety of opinions.

#### IV. CONCLUSIONS

The following conclusions can be made from the data obtained for this study:

1. On the average, male elementary teachers selected for this study were young, but most of them had received a minimum amount of college training.
2. Elementary principals who assisted with this study had confidence in the competency of their male teachers.
3. If additional men were prepared for elementary teaching, positions for men would be readily obtained in the school systems selected for this study.

#### V. RECOMMENDATIONS

If elementary male teachers are to gain status, the following recommendations are necessary:

1. That male undergraduates in college who are interested in teaching be informed of the possibilities of elementary teaching as a career.
2. That the position of male elementary teacher be considered a more permanent position.
3. That the public and school administrators be made aware of the possibilities of employing men as elementary teachers.
4. That studies similar to this one be carried out in other districts in the state of Iowa.



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## APPENDIXES

## APPENDIX A

LETTER:

1123 North Erie Street  
Storm Lake, Iowa  
April 16, 1964

Dear Elementary Principal:

Enclosed are questionnaires which are being sent to elementary principals from selected school systems in the West Central and Northwest ISEA Districts.

The information obtained from the questionnaires will be used to complete a graduate project to meet partial requirements for a master's degree program at Drake University. Information has been obtained from the personnel records of the Iowa State Department of Public Instruction. However, additional data is needed to adequately study the status of male elementary teachers.

Your cooperation will be greatly appreciated if you will answer the first part of the questionnaire for each male elementary teacher under your supervision and also answer the second section which is an inquiry concerning your opinion about this subject.

An abstract of this study will be available to you upon request. Thank you for your quick response.

Sincerely,

Ronald D. Meals

# APPENDIX B

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## QUESTIONNAIRE CONCERNING MALE ELEMENTARY TEACHERS FROM SELECTED SCHOOLS WITHIN THE WEST CENTRAL AND NORTHWEST IOWA STATE EDUCATION ASSOCIATION DISTRICTS

Part one: To be completed for each male elementary instructor.

1. Which level does this male elementary teacher teach?

\_\_\_ 3rd Grade \_\_\_ 4th Grade \_\_\_ 5th Grade \_\_\_ 6th Grade

2. Is he responsible for extra duties in addition to his  
classroom teaching assignment?

\_\_\_ Yes \_\_\_ No

If the response to the above was yes, list the extra duties.

3. Evaluation of elementary male teacher: Check the rating  
which, in your judgment, describes best the teacher under  
consideration.

	High-		Low-	
	High	Average	Average	Low
a. Character, desirable attitudes, social standards	___	___	___	___
b. Evidence of desire to improve the curriculum and program of the school	___	___	___	___
c. Works with others to im- prove the curriculum and program of the school	___	___	___	___
d. Absences due to illness	___	___	___	___
e. Teaching personality and emotional maturity: ability to adjust and accept the situation	___	___	___	___
f. Discipline: Firm, friendly consistent control in the interest of learning	___	___	___	___
g. Daily preparation, advance planning and readiness	___	___	___	___

Part two: General questions to be completed by elementary principals.

1. Do you desire to have a higher ratio of male instructors on your staff?

☐ Yes ☐ No

2. Do you believe the community has a more positive attitude towards elementary schools when male elementary teachers are employed?

☐ Yes ☐ No

3. In your opinion, are there any other advantages or disadvantages of having men teachers on an elementary staff?

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APPENDIX C  
PRINCIPALS' COMMENTS

I. Principals' Opinion of Advantages of Having Men on Staff

- a. Absent fewer times
- b. With students more during recess and noon hours
- c. More stable and takes more interest in youngsters
- d. Strong character - firm convictions
- e. Students need male association
- f. Better opportunity to prepare for junior high
- g. Children have more respect for men
- h. Usually better background in science
- i. Masculine point of view good during formative years
- j. Helps departmental organization
- k. Students more easily controlled by men
- l. Men add strength to elementary program
- m. Better meets interests of upper grade boys
- n. Stable personalities
- o. Cope better with discipline problems
- p. Not apt to get pregnant
- q. Good for particular age group
- r. Have more wholesome interest in teaching
- s. Stabilizing effect on female teachers
- t. Authority less often challenged



- u. Helps students from broken homes
- v. Helps to handle aggressive parents
- w. More interested to secure advanced training
- x. Children seem to enjoy male teachers
- y. Male viewpoint necessary to curricula

## II. Disadvantages of Having Male Teachers on Staff

- a. Just one to a building could be an awkward situation
- b. Elementary field is too much of a woman's world
- c. Do usually cost more - but worth it
- d. Usually get jobs involving heavier work
- e. Girls need female teacher when they reach puberty
- f. Weak male teacher worse than weak female teacher